

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

Subject-English							
Sl No & Month	Name & Details of the book	Name & Details of the lesson	No of Class	Learning Objective	Learning Outcome (What the students will learn in the end of the Lesson)	TLM Used	Pedagogical Method and Assessment Tool
1) Apr-May	Honeydew	L1- The best Christmas present in the world	4	(i) To negotiate their own learning goals and evaluate their own progress, edit, revise, review their own work. (ii) Fun while Learn (iii) To make them to be friendly with everyone	(i) A few components of LSRW (ii) Glossary words The students will understand the sufferings of the soldiers (iii) (iv) A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture, role play etc Assessment tool: class test
	Honeydew	P1- The ant and the cricket	2	(i) Theme of the poem and importance Of hard working in our life.	(i) Importance of decision making (ii) a few new words A few grammatical components (iii) (iv) A few rhyming words	Textbook, chalk , blackboard, pictures given in the book, digital	Interaction discussion ,lecture etc Assessment tool: class test

HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

				(ii) A few new words and phrases		board	
	It so Happened	How the camel got his hump	4	The behaviour of the camel before and after getting hump.	A few words and expressions, meaning of the story and character of the camel. A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Grammar	Tense	5	Concept of tense	Concept and its use in writing as well as use in integrated grammar exercise	Textbook, chalk , blackboard, pictures given in the book, digital board	Classwork, practice Assessment tool: class test
	Honeydew	Tsunami	6	(i) To bring awareness in society. (ii) To make the students to understand about Tsunami.	(i) A few new words (ii) Meaning of the text (iii) Integrated grammar (iv) A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the	Interaction discussion ,lecture etc Assessment tool: class

HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

						book, digital board	test
		Geography Lesson	3	To understand the reality of the nature as well as the world.	(i) Meaning of the poem (ii) New words (iii) Translation work (iv) A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Writing	Notice Writing	5	To express their feelings and emotions through the forms of notice	Structure and method of notice writing	Blackboard chalk , duster	Class work, writing Assessment tool: class test
	It so happened	Children at work	3	Understanding the sufferings of the children in the society.	(i) Nature of the human beings (ii) Meaning of the text (iii) Enjoy the humour catered with the meaning (iv) A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
2) June- July	Honeydew	Glimpses of the past	4	To recall our past and give the informations about the britishers.	(i) A few new words (ii) Understating the meaning (iii) A few components of LSRW Integrated grammar	Textbook, chalk , blackboard, pictures given in the	Interaction discussion ,lecture etc Assessment tool: class

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

					A few skills of LSRW	book,	test
						digital board	
	Honeydew	Macavity the mystery cat	3	Emotions and feelings of the poet while raining	(i) New words (ii) Meaning of the poem (iii) The message given by the poet (iv) A few skills of LSRW	Textbook, chalk, blackboard, pictures given in the book, digital board	Interaction discussion, lecture etc Assessment tool: class test
	It so Happened	The selfish giant	3	Meaning of the text and art of story telling	(i) New words (ii) Meaning of the text (iii) Character of Iswaran (iv) A few skills of LSRW	Textbook, chalk, blackboard, pictures given in the book, digital board	Interaction discussion, lecture etc Assessment tool: class test
	Grammar	Active/Passive	8	Concept of Active Passive voice	Concept and its use in Integrated grammar.	Blackboard, chalk, duster	Class work, writing Assessment tool: class test
3. August	Honeydew	Bepin Choudhury's Lapse of Memory	4	Life and Character of Bepin Choudhury	(i) New words (ii) Life and character of Bepin Choudhury (iii) Grammar : textual (Integrated)	Textbook, chalk, blackboard,	Interaction discussion, lecture etc

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

					(iv) A few skills of LSRW	pictures given in the	Assessment
						book, digital board	tool: class test
	It so Happened	The Treasure With in	4	Conceptualise a folktale	(i) New words and phrases (ii) Translation text (iii) Meaning of the text (iv) Importance of Logic and reason in life (v) A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Honeydew	The Last Bargain	3	Meaning of the poem and description of nare	i) Meaning of the poem ii) New words iii) Importance of peace of mind iv) A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture et Assessment tool: class test
	Grammar	Reported Speech	10	Transformation of sentences from direct to Indirect	Apply the concept in integrated grammar and writing	Blackboard chalk , duster	Class work, writing Assessment tool: class test
	Honeydew	The Summit with in	5	To understand the meaning of the story and imagination power of a human being	Meaning of the text New words	Textbook, chalk , blackboard,	Interaction discussion ,lecture etc

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

					Grammar	pictures	Assessment
					Enjoy the humour catered in meaning A few skills of LSRW	given in the book, digital board	tool: class test
4. September	Honeydew	The School Boy	3	The concept a school boy and the moral message given in the poem	(i) concept of the school boy (ii) meaning of the poem (iii) moral values given in the poem (iv) new words (v) A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	writing	Story writing	5	Method of writing story	Students will able to write story	Blackboard chalk , duster	Class work, writing Assessment tool: class test
5. October	Honeydew	This is Jody's Fawn	5	Meaning of the story, enjoy the humour and satire given in the story, importance of Seriousness towards animals	New words Meaning of the story Enjoy humour Integrated grammar A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

	Honeydew	The duck and the kangaroo	3	Meaning and thoughtful moral of the poem	New words Meaning of the poem Concept of Universal Brotherhood	Textbook, chalk , blackboard,	Interaction discussion ,lecture etc
						pictures given in the book, digital board	Assessment tool: class test
	Honeydew	Princess September	3	Integrated Grammar Exercise	Integrated Grammar Exercise	Blackboard chalk , duster	Class work, writing Assessment tool: class test
6. November	Honeydew	A visit to Cambridge	6	Understanding the text To understand importance of Hard work and Sacrifice	New words Understanding the meaning of the text Importance of hard work and sacrifice Textual grammar A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
		When I set out for Lyonesse	2	Understanding the genre of writing, meaning	New words Meaning of the text Humour in the meaning A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book,	Interaction discussion ,lecture etc Assessment tool: class test

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

						digital board	
7. December	It so happened	The fight	4	Understanding the nature of disaster and the concept of human leadership and brotherhood	New words Leadership quality Sacrifice of being a leader A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	It so happened	The open window	3	Understanding the importance rain	New words Meaning of the story A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Honeydew	A short monsoon diary	4	Understanding the affection to a pet Human Values	New words Meaning of the story Humanitarian Zeal of mankind A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	It so	Jalebis	2	Understanding the	New words	Textbook,	Interaction

HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

	happened			importance of food Understanding the specific meaning of the story	Importance of reverse psychology in awareness programme A few skills of LSRW	chalk , blackboard, pictures given in the	discussion ,lecture etc Assessment
						book, digital board	tool: class test
	Honeydew	On the grasshopper and cricket	4	Understanding travelogue Understanding meaning and lively description of insects Understanding language	New words Understand the meaning Integrate textual grammar A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	It so happened	The comet - I	4	Understanding the the comet Understanding the concept of non harmful animals of the world	Understanding the meaning Understanding the harmful nature of human beings New words A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

January	Honeydew	The great stone face- I	5	Understanding of a one act play Suddenness of the event Characters	New words Meaning of the text Study of the characters Integrated grammar A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Honeydew	The great stone face - II	3	Understanding of nature poem Meaning of the story	New words Theme of morbidity and nature Meaning of the poem Human values A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	It so happened	The comet-II	3	Understanding the text Human values Need of strictness in life	Meaning of the text Word meaning Importance of hard work A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Honeydew	The great stone face -II	3	Understanding the text	Meaning and humour	Textbook,	Interaction

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

				Meaning of the story Humour inverted in the text	New words Importance of being careful A few skills of LSRW	chalk , blackboard, pictures given in the book, digital board	discussion ,lecture etc Assessment tool: class test
	Grammar	Writing	5	Method of letter writing	Students will able to write formal letters	Blackboard chalk , duster	Class work, writing Assessment
							tool: class test
	Grammar	Preposition & Determines	5	Concept of the topic	Students will be able to understand the topic and use that in grammar	Blackboard chalk , duster	Class work, writing Assessment tool: class test
9) February	Grammar	Textual & integrated	10	Integrated	Grammar Practice	Blackboard chalk , duster	Class work, writing Assessment tool: class test
	Revision	-	10	Exam Preparation	Preparation	Blackboard chalk , duster	Class work, writing Assessment tool: class test

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

Subject: Hindi						
No.	Lesson Name	No. of Periods	Objective concept	Learning Outcome	TLM /Reference Book	Pedagogy
1	ध्वनि	6	जीवन के प्रति आशावादी दृष्टिकोण होना	जीवन में आशावादी होना ध्वनि प्रदूषण की जानकारी मौसम या ऋतु की जानकारी	पाठ्यपुस्तक श्यामपट्ट चार्ट वीडियो	वाचन विधि सस्वर गायन विधि व्याकरण विधि प्रश्नोत्तर विधि लेखन
2	लाख की चूड़िया भारत की खोज - अहमद नगर का किला (भारत की खोज)	7	कुटीर उद्योग धंधों को बढ़ावा देने की जरूरत जवाहरलाल नेहरू की यात्रा	घरेलू उद्योग धंधों की जानकारी बेरोजगारी से उत्पन्न समस्या रोजगार से खुशहाल जीवन लाख और काँच में अंतर चूड़ियाँ बनाने की विधियाँ	पाठ्यपुस्तक श्यामपट्ट चार्ट वीडियो नाटक	पठन विधि प्रश्नोत्तर पृष्ठना कहानी विधि भाषण विधि व्याकरण विधि
3	बस की यात्रा	7	परिवहन विभाग की वास्तविकता से परिचित कराना	परिवहन विभाग की हालात से परिचित समय का महत्व बस की हालत लोगों की बातों पर विश्वास करना	पाठ्यपुस्तक श्यामपट्ट चित्र वीडियो	पठन विधि कहानी विधि प्रश्नोत्तर संपर्क विधि
4	दीवानों की हस्ती	6	सबके प्रति समभाव रखने वाले मस्ती का जीवन जीते हैं	सबके प्रति संभाव रखना मस्ती का जीवन प्रेम भाव से रहना जीवन में मस्ती होना अनिवारी है	पाठ्यपुस्तक श्यामपट्ट कविता का वीडियो चित्र	पठन विधि कहानी विधि देखो और कहो विधि प्रश्नोत्तर विधि
5	चिट्ठियों की अनूठी दुनिया	7	चिट्ठियों की उपयोगिता आज भी जीवन में अपना महत्व रखती हैं	चिट्ठियों की उपयोगिता गांधी जी के पत्र की जानकारी पत्र लेखन प्रतियोगिता पत्रों से पुस्तक बनाना	पाठ्यपुस्तक श्यामपट्ट पत्र का नमूना गाना वीडियो	पठन विधि कहानी विधि प्रश्नोत्तर विधि नाटक विधि
6	भगवान के डाकिए	6	भाईचारे व समानता का संदेश	समानता की सीख डाकिए के बारे पानी पहाड़ से समानता सीमाओं से मुक्त सभी लोग अपने हैं	पाठ्यपुस्तक श्यामपट्ट डाकिए का वीडियो	पठन विधि कहानी विधि प्रश्नोत्तर विधि सस्वर गायन विधि
7	क्या निराश हुआ जाय सिंधु घाटी की सभ्यता (भारत की खोज)	7	ईमानदारी की घटनाओं के द्वारा आशावादी दृष्टिकोण रखना सिंधु घाटी की विशेषता और विनाश	झूठ - फरेब से बचना समाचार पत्रों की भूमिका ईमानदारी का महत्व आशावादी दृष्टिकोण	पाठ्यपुस्तक श्यामपट्ट व्याकरण चार्ट वीडियो	पठन विधि कहानी विधि प्रश्नोत्तर विधि नाटक विधि

HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

8	यह सबसे कठिन समय नहीं	6	कठिन समय में धैर्य , संयम, प्रतीक्षा प्रेम आशा आदि पर विश्वास	कठिन समय में जीवन कैसे जीया जाय हमेशा सकारात्मक सोच रखना चाहिए युवा पीढ़ी को संदेश	पाठ्यपुस्तक श्यामपट्ट किसी घटना की वीडियो	पठन विधि कहानी विधि प्रश्नोत्तर विधि सस्वर गायन विधि
9	कबीर की साखियाँ युगों का दौर (भारत की खोज)	6	जीवन में सच्ची भक्ति , समानता, और अपने व्यवहार से मित्र और शत्रु का निर्माण नए युग की शुरुआत	कबीर से परिचित दोहा की जानकारी समाज में जाति का कोई महत्व नहीं ज्ञान का महत्व सच्चाई का महत्व	पाठ्यपुस्तक श्यामपट्ट रेडियो वीडियो	पठन विधि कहानी विधि प्रश्नोत्तर विधि विधि गायन
10	कामचोर	7	बच्चों को स्वावलंबी होना	स्वावलंबी होना संयुक्त और एकल परिवार के बारे में मुस्लिम परिवार के बारे में काम करने की आदत	पाठ्यपुस्तक श्यामपट्ट वीडियो	पठन विधि कहानी विधि लेखन कार्य प्रश्नोत्तर विधि नाटक विधि
11	जब सिनेमा ने बोलना सीखा नई समस्या (भारत की खोज)	7	बोलता सिनेमा का इतिहास की जानकारी	सवाक सिनेमा का इतिहास नायक और नायिका गाने की शुरुआत मूक और सवाक में अंतर	पाठ्यपुस्तक श्यामपट्ट मूक सिनेमा सवाक सिनेमा वीडियो	पठन विधि कहानी विधि प्रश्नोत्तर विधि
12	सुदामा चरित	6	मित्रता के गुण	मित्रता कैसी होनी चाहिए सुदाम और कृष्ण की जानकारी निर्धनता के बाद की संपन्नता सुदाम के प्रति कृष्ण के विचार	पाठ्यपुस्तक श्यामपट्ट सुदामा कृष्ण का वीडियो चित्र	पठन विधि कहानी विधि लेखन कार्य प्रश्नोत्तर विधि नाटक विधि
13	जहाँ पहिया है अंतिम दौर एक (भारतकी खोज)	7	महिलाओं का स्वतंत्र होना अनिवार्य	स्वतन्त्रता का महत्व स्वतन्त्रता से जीवन में परिवर्तन विकास में महिलाओं का योगदान परिश्रम करना	पाठ्यपुस्तक श्यामपट्ट चित्र वीडियो	पठन विधि कहानी विधि लेखन कार्य प्रश्नोत्तर विधि नाटक विधि
14	अकबरी लोटा	7	आय से अधिक व्यय नहीं करना हास्य कहानी के से मनोरंजन करना	हास्य कथा के बारे में अकबर और जहांगीर के बारे आय से अधिक व्यय नहीं करना मित्र का सहयोग करना	पाठ्यपुस्तक श्यामपट्ट वीडियो चित्र नाटक	पठन विधि कहानी विधि लेखन कार्य प्रश्नोत्तर विधि नाटक विधि

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

15	सूर के पद अंतिम दौर दो (भरत की खोज)	6	बाल जिज्ञासा से कृष्ण की मनोदशा का चित्रण	श्रीकृष्ण के बारे में प्यार का सन्देश	पाठ्यपुस्तक श्यामपट्ट वीडियो	पठन विधि कहानी विधि लेखन कार्य प्रश्नोत्तर विधि नाटक विधि
16	पानी की कहानी	7	पानी का जन्म और हमारे जीवन में कितना अनिवार्य	पानी का जन्म के बारे में पेड़ पानी को कैसे अवशोषित करते हैं गैसों से पानी का बनाना	पाठ्यपुस्तक श्यामपट्ट स्मार्ट क्लास	पठन विधि कहानी विधि लेखन कार्य प्रश्नोत्तर विधि नाटक विधि
17	बाज और साँप	7	कायरता की अपेक्षा वीरता से मरना अच्छा	साँप के स्वाभाव की जानकारी बाज की वीरता के बारे में हमें कैसे जीना चाहिए समाज किसको अच्छा मानता है	पाठ्यपुस्तक श्यामपट्ट चित्र वीडियो	पठन विधि कहानी विधि लेखन कार्य प्रश्नोत्तर विधि नाटक विधि
18	टोपी दो पृष्ठ भूमियाँ (भारत की खोज)	7	परिश्रम लगन और ईमानदारी से सब कुछ संभव है	संवाद सीखना परिश्रम और ईमानदारी उचित मजदूरी से लाभ राजा का कर्तव्य	पाठ्यपुस्तक श्यामपट्ट वीडियो चित्र	पठन विधि कहानी विधि लेखन कार्य प्रश्नोत्तर विधि

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

Subject-Odia

Chapter No.	Name of The chapter	Objective (Concept and Skills)	Instructional tools and References	Pedagogy	Teaching Method	Assessment Tools	Learning Outcomes	No. of periods
1	ବୃକ୍ଷମାହାତ୍ମ୍ୟ	ମୌଳିକ ଲକ୍ଷଣ - ଶୂରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷଣ - ମାନବିକ ମୂଲ୍ୟବୋଧ ପ୍ରତିପରିବର୍ତ୍ତନ ତଥା ବୃକ୍ଷ କୁ ସମ୍ମାନ ପ୍ରଦର୍ଶନ । ପ୍ରାଚୀନ ସାହିତ୍ୟ ପ୍ରତି ସମ୍ମାନ, ପ୍ରାଚୀନ ସମାଜର ମୂଲ୍ୟବୋଧ ବିଷୟରେ ଅଧ୍ୟୟନ ଓ ପ୍ରାଚୀନ ସଂସ୍କୃତିର ପରିଚୟ ପ୍ରାପ୍ତି ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, କବିତ୍ବର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ରୁ, କୃଷ୍ଣଲୀଳାର ଚିତ୍ର ବର୍ଣ୍ଣନା	ପୂର୍ବ ପରିଚ୍ଛେଦ ର ଲ ବ୍ଧ ଢ଼ଞ୍ଚାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବର୍ତ୍ତନ, ସ୍ୱାଧିୟାନ, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଢ଼ଞ୍ଚାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥୋପକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ସ୍ୱାଧିୟାନ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶୁଣଣ ଆଲୋଚନା, ବୋଧ ଢ଼ଞ୍ଚାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଢ଼ଞ୍ଚାନ ପରୀକ୍ଷା ଶୁରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ସ୍ୱରୂପ ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରୟୋଗ	6
2	ଜଳ	ମୌଳିକ ଲକ୍ଷଣ - ଶୂରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷଣ - ଆଧୁନିକ ସାହିତ୍ୟରୁ ବୃଦ୍ଧି, କରତବ୍ୟ ପାଳନ ତଥା କୃତଜ୍ଞତା ପରି ମାନବିକ ମୂଲ୍ୟବୋଧ ପ୍ରତି ବିଶ୍ୱାସ ତଥା ସାମାଜିକ ମୂଲ୍ୟବୋଧ ଶିକ୍ଷଣ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, କବିତ୍ବର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ରୁ, ପଦ୍ମର ଚିତ୍ର ବର୍ଣ୍ଣନା	ପୂର୍ବ ପରିଚ୍ଛେଦ ର ଲ ବ୍ଧ ଢ଼ଞ୍ଚାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବର୍ତ୍ତନ, ସ୍ୱାଧିୟାନ, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଢ଼ଞ୍ଚାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥୋପକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ସ୍ୱାଧିୟାନ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶୁଣଣ ଆଲୋଚନା, ବୋଧ ଢ଼ଞ୍ଚାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଢ଼ଞ୍ଚାନ ପରୀକ୍ଷା ଶୁରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ସ୍ୱରୂପ ତଥା ମାନବିକ ଏବଂ ଆଧୁନିକତାର ପ୍ରୟୋଗ	6
3	ଉଦ୍‌ବୋଧନ	ମୌଳିକ ଲକ୍ଷଣ - ଶୂରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷଣ - ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟର ପରିଚୟ, ପ୍ରକୃତି ପ୍ରମେ, ଜୀବନ ଦର୍ଶନ ପ୍ରତି ଶାଶ୍ୱତ ବାସ୍ତବ ଲାଭ ତଥା ଜାତୀୟ ଭାବନା ବୃଦ୍ଧି ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, କବିତ୍ବର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ରୁ, ବିଭିନ୍ନ ପ୍ରକାର କଳା ।	ପୂର୍ବ ପରିଚ୍ଛେଦ ର ଲ ବ୍ଧ ଢ଼ଞ୍ଚାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବର୍ତ୍ତନ, ସ୍ୱାଧିୟାନ, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଢ଼ଞ୍ଚାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥୋପକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ସ୍ୱାଧିୟାନ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶୁଣଣ ଆଲୋଚନା, ବୋଧ ଢ଼ଞ୍ଚାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଢ଼ଞ୍ଚାନ ପରୀକ୍ଷା ଶୁରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ସ୍ୱରୂପ ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରୟୋଗ	6
4	ଶିବରାତ୍ରି	ମୌଳିକ ଲକ୍ଷଣ - ଶୂରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷଣ - ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟରେ	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, କବିତ୍ବର	ପୂର୍ବ ପରିଚ୍ଛେଦ ର ଲ ବ୍ଧ ଢ଼ଞ୍ଚାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ	କଥୋପକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ସ୍ୱାଧିୟାନ ପଦ୍ଧତି,	କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶୁଣଣ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ସ୍ୱରୂପ ତଥା	6

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

		ଆଧ୍ୟାତ୍ମିକ କବିତାର ପରିଚୟ,ମାନବ ବନ୍ଦନା ତଥା ଜାତୀୟତା ଆଦି ବିଷୟରେ ଜ୍ଞାନ ଅର୍ଜନ ।	ଅନ୍ୟାନ୍ୟ କୃତିତ୍ଵ, ଏହି ସମ୍ପର୍କିତ ଘଟଣାର ଚିତ୍ର ବର୍ଣ୍ଣନା	ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରବାନ	ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରୟୋଗ	
5	ଶିକ୍ଷକୀକ୍ଷା	ମୌଳିକ ଲକ୍ଷଣ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷଣ - ଜାତିହୀନ, ଶ୍ରବଣହୀନ ସାମାଜିକ ତଥା ସଂସ୍କୃତିକ ବ୍ୟବସ୍ଥାରେ ମହାମାନବର ମହାନତାକୁ ଗୁରୁତ୍ଵ ଓ ମାନବ ବାଦର ଜୟଗାନ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, କବିତାକର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ଵ, ସମାଜସେବୀମାନଙ୍କର କାର୍ଯ୍ୟ ଓ ଜୀବନୀ ଆଧାରିତ ଚିତ୍ର ।	ପୂର୍ବ ପରିଚୟ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରବାନ	କଥୋପକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ପୂଜ୍ୟ ପୂଜା।	4
6	ଜାତୀୟ ପତାକା	ମୌଳିକ ଲକ୍ଷଣ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷଣ - ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟରେ ଦେଶପ୍ରାପ୍ତ ସହନଶୀଳତା କୁ ଆଦରଣ କରି ଜୀବନ ଯାପନ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, କବିତାକର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ଵ, ଓ ବିଭିନ୍ନ ଯୁଦ୍ଧ ଦୃଶ୍ୟର ଚିତ୍ର ।	ପୂର୍ବ ପରିଚୟ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରବାନ	କଥୋପକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରୟୋଗ ନାରୀ ଜାତିକୁ ସମ୍ମାନ ।	4
7	ବର୍ଣ୍ଣ ଓ ବିଶ୍ଵାସ	ମୌଳିକ ଲକ୍ଷଣ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷଣ -ମାନବବାଦକୁ ଆଦରଣ କରି ଜୀବନର ପ୍ରକୃତ ଅର୍ଥ ସନ୍ଧାନ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଲକ୍ଷଣକର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ଵ, ତଥା ପଲ୍ଲୀ, ଓଡ଼ିଶା ଓ ପୃଥିବୀ ମାନଚିତ୍ର ।	ପୂର୍ବ ପରିଚୟ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରବାନ	କଥୋପକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରୟୋଗ	5
8	ଭାରତମାଆ	ମୌଳିକ ଲକ୍ଷଣ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷଣ - ଜାତୀୟତାକୁ ଅବଲମ୍ବନ କରି ମଣିଷ ସମାଜର ଉନ୍ନତି ବିଧାନ	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଲକ୍ଷଣକର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ଵ, ତଥା ଦେଶପ୍ରାପ୍ତ ମାନଙ୍କର କାର୍ଯ୍ୟର ଚିତ୍ର ।	ପୂର୍ବ ପରିଚୟ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରବାନ	କଥୋପକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରୟୋଗ	4

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

9	ମଠର ଆସାମ ଉତ୍ତମ	ମଠୋଳିକ ଲକ୍ଷ୍ମଣ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦେଶିତ ଲକ୍ଷ୍ମଣ - ଉତ୍ତମର ଉପଦେଶ ଓ ଲଠୋଳିକା ପାଇଁ ତାହା କିଭଳି ଉପଦେଶ ଯୋଗୀ ସହେ ବିଷୟରେ ଜ୍ଞାନ ଅର୍ଜନ	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଲଠେକଟିକର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ରା, ବିଷୟ ଉତ୍ତମ ଅନ୍ୟାନ୍ୟ ଉତ୍ତୁତାଂଶ ।	ପୁରୁବ ପିରିସ୍ତର ଲ ଶ୍ପ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଉତ୍ତମ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରଶ୍ନେ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହେ ମଠୋଳନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୁହ କରମ ପ୍ରଦାନ	କଥଠୋପକଥନ ପଦ୍ଧତି, ବରଣନା ଓ ବ୍ୟୁତ୍ପାଦନା ପଦ୍ଧତି, ଆଲଠୋଚନାତମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଜଜ, ମଠୋଷିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣୋ ଆଲଠୋଚନା, ବଠୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯଠୋଜନା କାର୍ଯ୍ୟ	ଦନେନ୍ଦ୍ରନ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବଠୋଧର ପ୍ରୟୋଗ	6
10	ରଠୋଗୀ ସବୋ	ମଠୋଳିକ ଲକ୍ଷ୍ମଣ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦେଶିତ ଲକ୍ଷ୍ମଣ - ଓଡ଼ିଶା ର ଜଣେ ଲଠେକ ଡ଼କ ଜୀବନର କିଛି ଉପଦେଶ ଦିଶ ବିଷୟରେ ଜ୍ଞାନ ଅର୍ଜନ ତଥା ନିଜ ଜୀବନରେ ଏହାର ପ୍ରୟୋଗ	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଲଠେକଟିକର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ରା, ଏବଂ ଜୀବନୀ ପୁସ୍ତକ ।	ପୁରୁବ ପିରିସ୍ତର ଲ ଶ୍ପ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଉତ୍ତମ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରଶ୍ନେ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହେ ମଠୋଳନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୁହ କରମ ପ୍ରଦାନ	କଥଠୋପକଥନ ପଦ୍ଧତି, ବରଣନା ଓ ବ୍ୟୁତ୍ପାଦନା ପଦ୍ଧତି, ଆଲଠୋଚନାତମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଜଜ, ମଠୋଷିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣୋ ଆଲଠୋଚନା, ବଠୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯଠୋଜନା କାର୍ଯ୍ୟ	ଦନେନ୍ଦ୍ରନ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବଠୋଧର ପ୍ରୟୋଗ	6
11	ଗୁରୁ ଶିଷ୍ଟ ସମ୍ପରକ	ମଠୋଳିକ ଲକ୍ଷ୍ମଣ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦେଶିତ ଲକ୍ଷ୍ମଣ - ବିଶ୍ୱ ଜନୀନତା ବିଷୟକ ଜ୍ଞାନ ଅର୍ଜନ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଅନ୍ୟାନ୍ୟ ଲଠେକଟିକର ସମାଜବାଦ ଆଧାରିତ ପୁସ୍ତକ ପଠନ ।	ପୁରୁବ ପିରିସ୍ତର ଲ ଶ୍ପ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଉତ୍ତମ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରଶ୍ନେ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହେ ମଠୋଳନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୁହ କରମ ପ୍ରଦାନ	କଥଠୋପକଥନ ପଦ୍ଧତି, ବରଣନା ଓ ବ୍ୟୁତ୍ପାଦନା ପଦ୍ଧତି, ଆଲଠୋଚନାତମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଜଜ, ମଠୋଷିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣୋ ଆଲଠୋଚନା, ବଠୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯଠୋଜନା କାର୍ଯ୍ୟ	ଦନେନ୍ଦ୍ରନ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବଠୋଧର ପ୍ରୟୋଗ	6
12	ଦରିଆ ଦଖଲ	ମଠୋଳିକ ଲକ୍ଷ୍ମଣ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦେଶିତ ଲକ୍ଷ୍ମଣ - ସ୍ୱାଧୀନତା ସଂଗ୍ରାମ ସମୟର ଅନୁଭୂତିକୁ ଅବଲମ୍ବନ କରି ମଣିଷ ସମାଜର ଉନ୍ନତି ବିଧାନ	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଲଠେକଟିକର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ରା, ପୁସ୍ତକର ଘଟଣାର ଚିତ୍ର ବରଣନା ।	ପୁରୁବ ପିରିସ୍ତର ଲ ଶ୍ପ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଉତ୍ତମ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରଶ୍ନେ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହେ ମଠୋଳନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୁହ କରମ ପ୍ରଦାନ	କଥଠୋପକଥନ ପଦ୍ଧତି, ବରଣନା ଓ ବ୍ୟୁତ୍ପାଦନା ପଦ୍ଧତି, ଆଲଠୋଚନାତମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଜଜ, ମଠୋଷିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣୋ ଆଲଠୋଚନା, ବଠୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯଠୋଜନା କାର୍ଯ୍ୟ	ଦନେନ୍ଦ୍ରନ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବଠୋଧର ପ୍ରୟୋଗ	6
13	ପ୍ରଗତି ଓ ମାନବ ଧର୍ମ	ମଠୋଳିକ ଲକ୍ଷ୍ମଣ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦେଶିତ ଲକ୍ଷ୍ମଣ - ପ୍ରଗତିର କ୍ରମ ବିକାଶ ବିଷୟକ ଜ୍ଞାନ ଅର୍ଜନ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଅନ୍ୟାନ୍ୟ ଲଠେକଟିକର ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ ଆଧାରିତ ପୁସ୍ତକ ପଠନ ।	ପୁରୁବ ପିରିସ୍ତର ଲ ଶ୍ପ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଉତ୍ତମ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରଶ୍ନେ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହେ ମଠୋଳନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୁହ କରମ ପ୍ରଦାନ	କଥଠୋପକଥନ ପଦ୍ଧତି, ବରଣନା ଓ ବ୍ୟୁତ୍ପାଦନା ପଦ୍ଧତି, ଆଲଠୋଚନାତମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଜଜ, ମଠୋଷିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣୋ ଆଲଠୋଚନା, ବଠୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯଠୋଜନା କାର୍ଯ୍ୟ	ପ୍ରଗତିକୁ ସ୍ୱାଗତ, ବିଜ୍ଞାନ ର ଜ୍ଞାନ କୁ ସାମାଜିକ ତଥା ବ୍ୟବହାରିକ କ୍ଷେତ୍ରେରେ ପ୍ରୟୋଗ	6
14	ବଢ଼ିଷାଜିକ ମନଠୋରୁତି	ମଠୋଳିକ ଲକ୍ଷ୍ମଣ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦେଶିତ ଲକ୍ଷ୍ମଣ - ମାତା, ମାତୁରୁମି ପ୍ରତି	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ,	ପୁରୁବ ପିରିସ୍ତର ଲ ଶ୍ପ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ	କଥଠୋପକଥନ ପଦ୍ଧତି, ବରଣନା ଓ ବ୍ୟୁତ୍ପାଦନା ପଦ୍ଧତି,	କୁଜଜ, ମଠୋଷିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣୋ	ଦନେନ୍ଦ୍ରନ ଜୀବନରେ ବଢ଼ିଷାଜିକ ମାନବିକ ଏବଂ	5

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

		ଆକରଷଣ, ପରିବେଶ ପ୍ରତି ସମ୍ବେଦନତା , ଓ ସାଂସ୍କୃତିକ ଜୀବନ ଭୂମି ର ବାସ୍ତବତା ର ଆଧାରରେ ବାସ୍ତବିକତା ର ମହାନତା ହୃଦୟଙ୍ଗମ ।	ଲକ୍ଷ୍ୟକେନ୍ଦ୍ର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ୱ, ତଥାପି ଘଟଣାର ଚିତ୍ର ବର୍ଣ୍ଣନା	ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରଶ୍ନ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମତାମତ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରସାରଣ	
15	ଡାକମୁନସି	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ସ୍ୱାଧୀନତା ସଂଗ୍ରାମ ର କିଛି ଉପାୟ ବିଶେଷରେ ଜ୍ଞାନ ଅର୍ଜନ ତଥା ନିଜ ଜୀବନରେ ଏହାର ପ୍ରୟୋଗ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଲକ୍ଷ୍ୟକେନ୍ଦ୍ର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ୱ, ଓ ବିଭିନ୍ନ ଜାତୀୟ ପତାକାର ଚିତ୍ର ।	ପୂର୍ବ ପରିଷ୍କୃତ ର ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରଶ୍ନ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମତାମତ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥୋପକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଦେଖା ଉଠୁଥିବା ସାମାଜିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରୟୋଗ	5
16	ଦଶହରା ଉତ୍ସବ	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ମାତାପିତାଙ୍କର ସନ୍ତାନ ବଢ଼ିବା ଓ ସାଂସ୍କୃତିକ ଜୀବନ ଭୂମି ର ବାସ୍ତବତା ର ଆଧାରରେ ବାସ୍ତବିକତା ର ମହାନତା ହୃଦୟଙ୍ଗମ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଓ ତତ ସମ୍ପର୍କିତ ଘଟଣାର ଚିତ୍ର ବର୍ଣ୍ଣନା	ପୂର୍ବ ପରିଷ୍କୃତ ର ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରଶ୍ନ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମତାମତ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥୋପକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରୟୋଗ	5
17	ସ୍ୱାଧୀନତା	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ମଣିଷ ପ୍ରତି ମଣିଷର ଶ୍ରଦ୍ଧା, ଜାତିପ୍ରମେ ଓ ମାନବ ଜୀବନ ର ରହସ୍ୟକୁ ଗୁଞ୍ଜିବା ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ ଓ ତତ ସମ୍ପର୍କିତ ଘଟଣାର ଚିତ୍ର ବର୍ଣ୍ଣନା	ପୂର୍ବ ପରିଷ୍କୃତ ର ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରଶ୍ନ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମତାମତ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥୋପକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଦେଖା ଉଠୁଥିବା ସାମାଜିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରୟୋଗ	4
18	ସୁନା ନରେଳ	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ବ୍ୟକ୍ତିତ୍ୱାଭିମାନ, ସମ୍ମାନ ଓ ପରିବାର ପାଇଁ ଆତ୍ମସମ୍ମାନକୁ ସମ୍ମାନ ପ୍ରଦର୍ଶନ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଓ ତତ ସମ୍ପର୍କିତ ଘଟଣାର ଚିତ୍ର ବର୍ଣ୍ଣନା	ପୂର୍ବ ପରିଷ୍କୃତ ର ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରଶ୍ନ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମତାମତ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥୋପକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଦେଖା ଉଠୁଥିବା ସାମାଜିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରୟୋଗ	4

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

[illegible]

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

		। ନିରୁଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ଶୁଦ୍ଧ ବାକ୍ସର ଗଠନ ଓ ବିଭିନ୍ନ ପ୍ରକାରର ବାକ୍ସର ପ୍ରୟୋଗ ବିଷୟକ ଜ୍ଞାନ ଅର୍ଜନ ।	ପୁସ୍ତକ, ଅଭିଧାନ, ବିଷୟ ଭିତ୍ତିକ ଗଣିତ ଉପସ୍ଥାପନ ।	ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କର୍ମ ପ୍ରଦାନ	ଓ ବ୍ୟୁତ୍ପାଦନ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଭାଷା ର ବ୍ୟବହାର ।	
25	କ୍ରିୟା	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିରୁଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ଶୁଦ୍ଧ ବାକ୍ସର ଗଠନ ଓ ବିଭିନ୍ନ ପ୍ରକାରର ବାକ୍ସର ପ୍ରୟୋଗ ବିଷୟକ ଜ୍ଞାନ ଅର୍ଜନ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ବିଷୟ ଭିତ୍ତିକ ଗଣିତ ଉପସ୍ଥାପନ ।	ପୂର୍ବ ପରିଷ୍ଟର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କର୍ମ ପ୍ରଦାନ	କଥୋପକଥନ ପଦ୍ଧତି, ବରଣନା ଓ ବ୍ୟୁତ୍ପାଦନ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଳଜ, ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର	5
26	ଅଭ୍ୟାସ	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିରୁଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ଶୁଦ୍ଧ ବାକ୍ସର ଗଠନ ଓ ବିଭିନ୍ନ ପ୍ରକାରର ବାକ୍ସର ପ୍ରୟୋଗ ବିଷୟକ ଜ୍ଞାନ ଅର୍ଜନ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ବିଷୟ ଭିତ୍ତିକ ଗଣିତ ଉପସ୍ଥାପନ ।	ପୂର୍ବ ପରିଷ୍ଟର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କର୍ମ ପ୍ରଦାନ	କଥୋପକଥନ ପଦ୍ଧତି, ବରଣନା ଓ ବ୍ୟୁତ୍ପାଦନ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଳଜ, ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର	5

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

Subject-Chemistry						
Lesson No & Name	No of Periods	Objective (Concepts and skills)	Learning Outcomes	Instructional Tools/ References	Pedagogy	Activity/Assignment/ Project/ Assessment
<i>Chapter:1 Synthetic fibres and plastics</i>	Theory= 11 Practical= 2	Concepts: <ul style="list-style-type: none"> v Basic concept about fibre and plastics. v Concept of natural fibre and synthetic fibre. v Properties of synthetic fibres and its uses. v Concept about types of plastics and its uses. v Comparative study about the excess uses of plastics. Skills: <p>The teacher will keep the following skills in view:</p> <ul style="list-style-type: none"> v Scientific Aptitude v Thinking skills v Reasoning Skills 	<p>Make it sure that the student learns the concepts given:</p> <ul style="list-style-type: none"> v The brief idea of various synthetic fibre and plastics. v knowing the hazard for excess uses of plastics. v Identification of various natural synthetic fibre products. 	<p>In addition to general teaching tools including blackboard and chalk, etc, the teacher will use demonstration method showing effect of water, heat and flame on different fibre.</p> <p>Text Book: NCERT Reference: Chemistry books by New science ahead publication.</p>	<ul style="list-style-type: none"> v Activating prior knowledge by random questioning v Introducing the topic to be taught after getting the expected response from the students. v Developing hypothesis by (a) Brain storming, (b) Lecture (c) Discussion and (d) In Text Questions 	<ul style="list-style-type: none"> v The teacher will give Home Assignments and the areas of assessment will be Content of Knowledge, Presentation, Correctness, Time management and Thinking skills v Divide the students in the class in four groups and ask them to give examples of different types of reactions, v Remind the students about effect of plastics v Group Discussion related to uses and properties of synthetic and natural fibre. v In Text Questions

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

Chapter:2 metals and non metals	Theory= 11 Practical= 3	Concepts: v Concept metals and non metals. v Classification of acids and bases on the basis of their source and solubility v Chemical properties of metals and non metals. v Reaction of acids and bases with metals. v Concept of reactivity series. v Concept of displacement reaction.	v Make it sure that the student learns the concepts of metals and non metals. v Application of metals and non metals day to day life v Different properties of metals and non metals. v Use of metals in various purposes.	In addition to general teaching tools including blackboard and chalk, etc, the teacher will use v Demonstration method showing reactions between different acids and bases Text Book: NCERT	v Activating Prior Knowledge by Random Questioning v Introducing the topic to be taught after getting the expected response from the students. v Developing hypothesis by (a) Brainstorming (b) Lecture (c) Discussion and (d) In Text Questions	v The teacher will give Home Assignments and the areas of assessment will be Content of Knowledge, Presentation, Correctness, Time management and Thinking skills v Divide the students in the class in four groups and ask them to give examples of different types metals and non metals and metalloid. v Remind the students about the reactions of acids, bases and salts with metals and non metals.
		Skills: The teacher will keep the following skills in view: v Scientific Aptitude v Thinking skills v Reasoning Skills v Attentiveness v Listening Skills		Chemistry books by Pradeep Publication		lemon juice etc v Group Discussion related to use of baking soda, baking powder, bleaching powder v A quiz related to plaster of paris, Gypsum, water of crystallization. v In Text Questions
Chapter:3 Coal and petroleum.	Theory= 10 Practical= 1	Concepts: v Concept natural resources. v Importance of natural resources v Concept on renewable and non renewable natural resource. v Concept of fossil fuel v Properties and uses of various petroleum products.	v Practical application of the properties of petroleum products in everyday life. v To make sure nature of natural resources and its uses. v To enable the students to know how to conserve natural resources. To know how to prevent corrosion of metals	In addition to general teaching tools like black board and chalk, etc, the teacher will use v Demonstration method showing chart petroleum products and its uses. v Showing how to carry out the destructive distillation of coal. Text Book: NCERT Reference: Chemistry books by Pradeep Publication	v Activating Prior Knowledge by Random Questioning v Introducing the topic to be taught after getting the expected response from the students. v Developing hypothesis by (a) Brainstorming (b) Lecture (c) Discussion. (d) In Text Questions	v The teacher will give Home Assignments. The areas of assessment will be Content of Knowledge, Presentation, Correctness, Time Management and Thinking skills v Divide the students in the class in four groups and ask them to draw diagrammatic sketch of various processes involved for extraction of metals. v Student's presentation about different processes for different metals from reactivity series

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

		metals low in the activity series v Concept of extraction of metals in the middle and high of the activity series v Concept of refining of metals v Concept of corrosion and its prevention Skills Scientific Aptitude v Thinking skills v Reasoning Skills v Attentiveness v Listening Skills		Text Book: NCERT Reference: Chemistry books by Pradeep Publication		presentation about different processes for different metals from reactivity series. v Remind the students to write day to day impacts of corrosion. v Group Discussion related to studying the trends in physiochemical properties shown by metals and non- metals. v In Text Questions
Chapter:4 Combustion and flames	Theory= 8 Practical= 2	Concepts: v Concept of combustion processes. v state the necessary condition of combustion. v Concept of types of combustion. v Concept of types of flame. v Calculation of calorific value.	Make sure that the students learn v Different combustion processes. v Types of solution. v Calculation of calorific value and its application in daily life.	In addition to general teaching tools like black board and chalk, etc, the teacher will use v Demonstration to understand the ignition temperature.	vActivating Prior Knowledge by Random Questioning vIntroducing the topic to be taught after getting the expected response from the students. vDeveloping hypothesis	v The teacher will give Home Assignments. The areas of assessment will be Content of Knowledge, Presentation, Correctness, Time Management and Thinking skills v Divide the students in the class in four groups and ask them to identify the zones of flame.

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

		<ul style="list-style-type: none"> v Properties of ethanol v Properties of ethanoic acid v Concept of soap and detergents Skills: <ul style="list-style-type: none"> v Scientific Aptitude v Thinking skills v Reasoning Skills v Attentiveness v Listening Skills 	different functional group v Importance of Ethanol and ethanoic acid as carbon compounds in our daily life v To ensure practical application of reactivity series in day to day life v Cleansing action of soap and detergents	sodium v Demonstratio n of saponification reaction v Demonstratio n of reaction of ethanoic acid with sodium bicarbonate v Comparing the cleansing action of soap in soft and hard water Text Book: NCERT Reference: Chemistry books by Pradeep Publication	by (a) Brainstormin g (b) Lecture (c) Discussion and v (d) In Text Questions	to compare ionic and covalent compounds. v Student's presentation about ethanol v Student's presentation about ethanoic acid v Group Discussion related to soap and detergent v In Text Questions
<i>Chapter:5</i> <i>Periodic</i> <i>classification of</i> <i>elements</i>	Theory= 9	Concepts: <ul style="list-style-type: none"> v Basic knowledge of periodic table v Concept of early classifications v Concept of Modern Periodic Table v Concept of valency, atomic size, metallic and non-metallic properties and their variation 	Make sure that the students learn v Dobereir triads and Newland's octave v Mendeleev's periodic Table v Modern periodic Table	In addition to general teaching tools like black board and chalk, etc, the teacher will use v Demonstratio n method showing chart of	vActivating Prior Knowledge by Random Questioning vIntroducing the topic to be taught after getting the expected	v The teacher will give Home Assignments. The areas of assessment will be Content of Knowledge, Presentation, Correctness, Time Management and Thinking skills

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

		<p>along group and periods</p> <p>Skills:</p> <ul style="list-style-type: none"> v Scientific Aptitude v Thinking skills v Reasoning Skills v Attentiveness v Listening Skills 	<ul style="list-style-type: none"> v Variation of the periodic properties along the group and periods 	<p>periodic table</p> <p>Text Book: NCERT</p> <p>Reference: Chemistry books by Pradeep Publication</p>	<p>response from the students.</p> <p>vDeveloping hypothesis by (a) Brainstorming (b) Lecture (c) Discussion and</p> <p>v (d) In Text Questions</p>	<ul style="list-style-type: none"> v Divide the students in the class in four groups and ask them to compare Mendeleev's periodic Table and Modern Periodic Table v Quiz on the trends in the Modern Periodic Table v Drawing the Modern Periodic Table v Group Discussion on Modern Periodic Table v In Text Questions
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HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

Subject: Science (Biology)						
Lesson no & Name	No of Periods	Objectives (Concepts and Skills)	Learning Outcomes	Teaching Aids	Pedagogy/Teaching Methodology	Assessment
CHAPTER-1 CROP PRODUCTION AND MANAGEMENT	5	Basic concept about- <ul style="list-style-type: none"> • Crop and its type • Agricultural Practices (Step-1) • Agricultural Practices (Step-2 & 3) • Agricultural Practices (Step-4 & 5) • Agricultural Practices (Step-6 & 7) • Food from Animals • Skill • Scientific • Skill • Thinking Skill • Reasoning Skill • Attentiveness Skill • Problem solving Skills 	It makes sure about- <ul style="list-style-type: none"> • Crop and its type • Agricultural Practices (Step-1) • Agricultural Practices (Step-2 & 3) • Agricultural Practices (Step-4 & 5) • Agricultural Practices (Step-6 & 7) • Food from Animals 	Text Book, Models, chart, Graph, Pictures and other TLM if any	<ul style="list-style-type: none"> • Question and Answer method • Field trips • Discussion methods • Project method • Lecture method • Problem solving method • Demonstration method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Unit Text
CHAPTER- 2 MICRO ORGANISMS FRIEND AND FOE	6	Basic concept about- <ul style="list-style-type: none"> • Types of Microorganisms • Friendly Microorganism • Commercial use of Microorganism • Medicinal use of Microorganisms • Harmful Microorganisms • Diseases caused by Microorganisms • Food Poisoning and its preservation • Nitrogen Fixation • Skill • Scientific • Skill • Thinking Skill • Reasoning Skill • Attentiveness Skill • Problem solving Skills 	It makes sure about- <ul style="list-style-type: none"> • Types of Microorganisms • Friendly Microorganism • Commercial use of Microorganism • Medicinal use of Microorganisms • Harmful Microorganisms • Diseases caused by Microorganisms • Food Poisoning and its preservation • Nitrogen Fixation 	Text Book, Models, chart, Graph, Pictures and other TLM if any		I.

HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

CHAPTR-3 CONSERVATION OF PLANTS AND ANIMALS	5	Basic concept about- <ul style="list-style-type: none"> • Deforestation cause and consequence • Conservation of forest and wild life • Protected areas for conservation • Flora, fauna, endemic species • Govt initiatives for conservation • Endangered species • Reforestation Skill • Scientific Skill • Thinking Skill • Reasoning Skill • Attentiveness Skill • Problem solving Skills 	It makes sure about- <ul style="list-style-type: none"> • Deforestation cause and consequence • Conservation of forest and wild life • Protected areas for conservation • Flora, fauna, endemic species • Govt initiatives for conservation • Endangered species • Reforestation 	Text Book, Models, chart, Graph, Pictures and other TLM if any	<ul style="list-style-type: none"> • Question and Answer method • Field trips • Discussion methods • Project method • Lecture method • Problem solving method • Demonstration method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Unit Text
CHAPTER-4 CELL- STRUCTURE AND FUNCTION	6	Basic concept about- <ul style="list-style-type: none"> • Cell as basic unit of life • Prokaryotic and eukaryotic cell. • Plant cell and animal cell – comparison • Structure and function of cell. • Cell organelles and its function • Basic idea about history and discovery of cell. • Shape size and structure of cell • Cell theory and modified cell theory • Scientific Skill • Thinking Skill • Reasoning Skill • Attentiveness Skill • Problem solving Skills 	It makes sure about- <ul style="list-style-type: none"> • Cell as basic unit of life • Prokaryotic and eukaryotic cell. • Plant cell and animal cell – comparison • Structure and function of cell. • Cell organelles and its function • Basic idea about history and discovery of cell. • Shape size and structure of cell 	Text Book, Models, chart, Graph, Pictures and other TLM if any	<ul style="list-style-type: none"> • Question and Answer method • Field trips • Discussion methods • Project method • Lecture method • Problem solving method • Demonstration method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Unit Text

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

CHAPTER-5 REPRODUCTI ON IN ANIMALS	7	Basic concept about- <ul style="list-style-type: none"> • Types of reproduction • Male and female reproductive organs • Fertilisation and its type • Development of embryo • Metamorphosis of frog • A sexual reproduction in amoeba hydra • Ivf and cloning Skill • Scientific Skill • Thinking Skill • Reasoning Skill • Attentiveness Skill • Problem solving Skills 	It makes sure about- <ul style="list-style-type: none"> • Types of reproduction • Male and female reproductive organs • Fertilisation and its type • Development of embryo • Metamorphosis of frog • A sexual reproduction in amoeba hydra • Ivf and cloning 	Text Book, Models, chart, Graph, Pictures and other TLM if any	<ul style="list-style-type: none"> • Question and Answer method • Field trips • Discussion methods • Project method • Lecture method • Problem solving method • Demonstratio n method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Unit Text
CHAPTER-6 REACHING THE AGE OF ADOLESCENCE	6	Basic concept about- <ul style="list-style-type: none"> • Changes during during adolescence • Role of hormones in reproductive function • Reproductive phases in human life • Sex determination in human beings • Endocrine glands and their function • Role of hormones in frog and insects • Reproductive health,care of adolescents • Personal hygiene during adolescence Skill • Scientific Skill • Thinking Skill • Reasoning Skill • Attentiveness Skill • Problem solving Skills 	It makes sure about- <ul style="list-style-type: none"> • Changes during during adolescence • Role of hormones in reproductive function • Reproductive phases in human life • Sex determination in human beings • Endocrine glands and their function • Role of hormones in frog and insects • Reproductive health,care of adolescents • Personal hygiene during adolescence 	Text Book, Models, chart, Graph, Pictures and other TLM if any	<ul style="list-style-type: none"> • Question and Answer method • Field trips • Discussion methods • Project method • Lecture method • Problem solving method • Demonstratio n method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Unit Text
CHAPTER-7 POLLUTION	7	Basic concept about- <ul style="list-style-type: none"> • Air pollution and its causes 	It makes sure about- <ul style="list-style-type: none"> • Air pollution and its 	Text Book, Models, chart,	<ul style="list-style-type: none"> • Question and Answer 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

OF AIR AND WATER		<ul style="list-style-type: none"> • Effects of air pollution and its prevention • Water pollution and its causes • Effects of water pollution and its prevention • potable water and purification of water • Management of water resource by 3R rules • Scientific Skill • Thinking Skill • Reasoning Skill • Attentiveness Skill • Problem solving Skills 	<ul style="list-style-type: none"> • causes • Effects of air pollution and its prevention • Water pollution and its causes • Effects of water pollution and its prevention • potable water and purification of water • Management of water resource by 3R rules 	Graph, Pictures and other TLM if any	method <ul style="list-style-type: none"> • Field trips • Discussion methods • Project method • Lecture method • Problem solving method • Demonstration method 	<ul style="list-style-type: none"> ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Unit Text
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HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

Subject-Math							
No of working Days	Chapter	General Objective	Specific Objective	Activities	TLM	Method	Periods Required
23	Rational numbers	a. Properties of Rational Numbers b. Representation of rational numbers on the number line d. Rational numbers between two rational number	Self Awareness Critical Thinking• Effective• Communication. Every number in the number system is unique as every individual is unique. Therefore, each Rational number has a unique place on a number line.	Introduction, Operations, Representation of rational numbers as decimal & on the number line, Applications in problem solving multiplication & Division , Properties ,Application of number operations ,BODMAS	*text book. *reference book. * activity cards. *question papers. *home work	Activity based inductive method	12
	Linear equations in one variable	a. Solving linear equations in one variable b. Applications c. Reducing equations in simpler form	Critical Thinking,• Problem Solving• Effective• Communication skills Inter Personal• Relationships. The students talk about the age of their siblings and frame questions on linear equations by establishing relations between their ages.	Multiplication , Fraction as an Operator	*text book. *reference book. * activity cards. *question papers. *home work	Activity based inductive method	11
2	Understanding Quadrilaterals	a. Classification of polygon b. sum of exterior angles of a polygon c. kinds of quadrilateral d. area of parallelogram	Interpersonal• skills, Self Awareness• Critical Thinking,•	Division of fractions & applications in problem solving		Activity based inductive method	10

HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

8	Practical Geometry	a. construction of a quadrilateral in various situations	Give dimensions of different kinds of quadrilaterals and students construct a quadrilateral of their choice and write one good quality of his/her friend explaining why was a particular kind of quadrilateral chosen.	Introduction to the concept , Properties in Congruence , Constructions, construction of quadrilaterals, rhombus and parallelogram.	*text book. *reference book. * activity cards. *question papers. *home work	Activity based inductive method	07
24	Data Handling	a. Organizing Data b. Bar Graph c. Pie Chart d. Chance and Probability	Students to use their reasoning and analytical skills in solving real life economic problems by taking any bar graph/histogram/pie chart from a newspaper or magazine. Activity on page 32 can be taken for discussion. Creative● Thinking Critical Thinking,● Problem Solving,● Interpersonal● skills, Decision Making●	Collection & organization , Mean , median & mode, Bar graph, Case study, Probability	*text book. *reference book. * activity cards. *question papers. *home work	Activity based inductive method	09
	Squares and Square Roots	a. Properties of square numbers b. Pythagoras triplet c. Square roots various methods	The model which the students make must be made of squares. The three Cs they take to write their observations must be squares. Critical Thinking● Creative Thinking● Problem Solving● Decision Making● Communication● Skill	Finding the squares of numbers , and square roots of the numbers . use of Pythagoras theorem.	*text book. *reference book. * activity cards. *question papers. *home work	Activity based inductive method	14
23	Cubes and Cube	a. Cubes b. Cube	Developing an attitude of	Finding the cube of a number ,	*text book.	Activity	10

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

	Roots	Roots	precision, attention, care, compassion. The students write their birthday eg 23082001, check whether it is a cubed number or not	Using different formulas . Finding cube root of the numbers by using prime factroisation.	*reference book. * activity cards. *question papers. *home work	based inductive method	
	Comparing Quantities	a. Ratios and percentage b. Discount, profit and loss, compound interest c. Application	Brain storm on being attentive and relaxed- spreading the message to general public. The teacher observes three kinds of students given in the activity and the students calculate the percentage of each kind of students. Self-Awareness• Interpersonal• skills Problem Solving• Critical Thinking• Decision Making•	Percentage Conversions Into/from Percentage, Applications in problem solving	*text book. *reference book. * activity cards. *question papers. *home work	Activity based inductive method	10
23	Algebraic Expressions and Identities	a. Monomial, Binomial, Polynomial b. Addition and Subtraction of Algebraic Expression c. Multiplication of Algebraic Expression d. Standard Identities and heir Application	Any questionnaire related to the topic of Algebraic expressions and identities may be framed and may be conducted in the class. Ask the students to take their imagination to the variables. Effective• Communication Problem Solving• Critical Thinking• Decision Making• Creative Thinking•	Formations of algebraic expressions, Like & unlike terms, Operations on algebraic expressions, Define & distinguish between various terms used, Linear equations	*text book. *reference book. * activity cards. *question papers. *home work	Activity based inductive method	21

HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

	Visualizing Solid Shapes	a. Concept of basic solid shapes b. Mapping shapes around c. Faces, Edges and Vertices	develop the attitude of perseverance and determination by placing the 3 -D objects differently and observing them from different faces. Interpersonal• Self Awareness • skills, Effective• Critical Thinking • Communication Problem Solving•	2D & 3D figures , Identification of 3D figures , Components of 3D figures	*text book. *reference book. * activity cards. *question papers. *home work	Activity based inductive method	12
	Menstruation	a. Area of Basic Geometrical Shapes b. Area of Trapezium, Some Special Quadrilaterals c. Solid shapes - surface area and volume of cube, cuboids and cylinder	A situation based on area can be made in relation to the activity given in the book. Students can be asked to calculate the area of the parts of the figure. Decision Making• Self-Awareness • Critical Thinking • Problem Solving •	Perimeter , area, area bounded between two figures. volume	*text book. *reference book. * activity cards. *question papers. *home work	Activity based inductive method	18
	Exponents and Powers	a. Laws of Exponents b. Use of exponent to express small numbers in standard form	Decision Making• Problem Solving • Critical Thinking • Activities to develop problem solving skills	2D & 3D figures , Identification of 3D figures , Components of 3D figures	*text book. *reference book. * activity cards. *question papers. *home work	Activity based inductive method	10
	Direct and Inverse Proportions	a. Direct proportion b. Inverse proportion	In a structured role play, instruct students (two or more) to portray the conditions that will happen when there is no petroleum left on this		*text book. *reference book. * activity cards. *question papers.	Activity based inductive method	7

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

			<p>earth. Direct other students to observe</p> <p>Critical Thinking●</p> <p>Problem Solving●</p> <p>Effective●</p> <p>Communication Decision Making● the actions of the main character of the play</p>		*home work		
	Factorization	<p>a. Various Methods of Factorization b. Factors of the Form $(x+a)(x+b)$ c. Division of Algebraic Expression d. Error</p>	<p>Writing 3 R's on card pieces and pasting them, student should be able to obtain an algebraic identity like $(a+b)^2 = a^2 + 2ab + b^2$. Problem Solving● Self-Awareness● Decision Making● Critical Thinking● Problem Solving● Decision Making●</p>	<p>Factorization of an expression by using algebraic formulas.</p> $(a+b)^2 = a^2 + 2ab + b^2$ $(a-b)^2 = a^2 - 2ab + b^2$	<p>*text book.</p> <p>*reference book.</p> <p>* activity cards.</p> <p>*question papers.</p> <p>*home work</p>	Activity based inductive method	21

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

	Introduction to Graphs	a. Bar graph, pie chart, histogram, line graph b. Some application	Plot a line graph to represent the gathered information. Critical Thinking• Creative Thinking• Decision Making• Problem Solving•	Collection & organization , Mean ,median & mode, Bar graph, Case study, Probability	*text book. *reference book. * activity cards. *question papers. *home work	Activity based inductive method	12
	Playing with Numbers	a. Games with Numbers b. Letters for Digits c. Test of Divisibility	Creative Thinking• Critical Thinking• Decision Making• Problem Solving•	The worksheet given on the page 176 of the Life Skills Manual may be done as an activity.	*text book. *reference book. * activity cards. *question papers. *home work	Activity based inductive method	10

HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

Subject: Social Science (History)						
Chapter-1 How When and Where	6	<ul style="list-style-type: none"> ❖ Basic concept on how important dates ❖ How do we periodic? ❖ Why dates are important <p style="text-align: center;">SKILLS</p> <ul style="list-style-type: none"> I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills 	<ul style="list-style-type: none"> • To learn about the importance of date. • To learn about the importance of periodise. 	Text Book, Models, Flowchart, Graph, Pictures and other TLM if any	<ul style="list-style-type: none"> I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method VII. Dramatization method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text
Chapter-2 From Trade to Territories	8	<ul style="list-style-type: none"> ❖ Basic concept on Battle of Palasay ❖ Company rules impances ❖ Setting of new administration <p style="text-align: center;">SKILLS</p> <ul style="list-style-type: none"> I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill a. Problem solving Skills 	<ul style="list-style-type: none"> • To aware about east India company administration • Expantion of company rule. 	<ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any 	<ul style="list-style-type: none"> I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method VII. Dramatization method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text
Chapter-3 Ruling the Country Side	7	<ul style="list-style-type: none"> ❖ Basic concept on the need to improve agriculture. ❖ The Blue Rebellion and after <p style="text-align: center;">SKILLS</p> <ul style="list-style-type: none"> I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill 	<ul style="list-style-type: none"> • To aware about company's dominate in India. • Blue rebellion and it's impact. 	<ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph •Pictures •and other 	<ul style="list-style-type: none"> I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

		V. Problem solving Skills		•TLM if any	VI. Problem solving method VII. Dramatization method	Unit text
Chapter-4 Tribals, The dikhus	6	<ul style="list-style-type: none"> ❖ Basic concept on tribals group life. ❖ How did colonial rule affect tribal life. <p style="text-align: center;">SKILLS</p> <ul style="list-style-type: none"> I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills 	<ul style="list-style-type: none"> • To aware about tribals life and colonial rule. 	<ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any 	<ul style="list-style-type: none"> I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method VII. Dramatization method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text
Chapter-5 When People Rebell	7	<ul style="list-style-type: none"> ❖ Basic concept on British Policy against India. ❖ Role of troupes against British. <p style="text-align: center;">SKILLS</p> <ul style="list-style-type: none"> I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills 	<ul style="list-style-type: none"> • To aware about companies policy against Indian army and public. 	<ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any 	<ul style="list-style-type: none"> I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method VII. Dramatization method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text
Chapter-6 Colonialism and the City	7	<ul style="list-style-type: none"> ❖ Basic concept on making of New Delhi. ❖ Planning of New capital of India. <p style="text-align: center;">SKILLS</p> <ul style="list-style-type: none"> I. Scientific Skill 	<ul style="list-style-type: none"> • To learn about city under colonial rule. • Planning a new capital. 	<ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph 	<ul style="list-style-type: none"> I. Question and Answer method II. Field trips III. Discussion 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

		II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving		<ul style="list-style-type: none"> • Pictures • and other • TLM if any 	methods IV. Project method V. Lecture method VI. Problem solving method VII. Dramatization method	<ul style="list-style-type: none"> ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text
Chapter-7 Weavers , Iron smelters and Factory owners	8	<ul style="list-style-type: none"> ❖ Basic concept on Indian textile in Europe markets. ❖ Important of iron and steels in 19th century. SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills	<ul style="list-style-type: none"> • To aware about Indian textiles in Europe markets. • How the British decline the above industries. 	<ul style="list-style-type: none"> • Text Book • Models • Flowchart • Graph • Pictures • and other • TLM if any 	I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method VII. Dramatization method	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text
Chapter-8 Civilising the native, Educating the nation	6	<ul style="list-style-type: none"> ❖ Basic concept on the position of local school in India in 19th Century. ❖ School curriculum in British time. SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills	<ul style="list-style-type: none"> • To learn about school curriculum in British administration. 	<ul style="list-style-type: none"> • Text Book • Models • Flowchart • Graph • Pictures • and other • TLM if any 	I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method VII. Dramatization method	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text
Chapter-9 Women caste	8	<ul style="list-style-type: none"> ❖ Basic concept on changing of lives of widows and women. 	<ul style="list-style-type: none"> • To learn about working towards 	<ul style="list-style-type: none"> • Text Book 	I. Question and Answer	<ul style="list-style-type: none"> ➤ Class work ➤ Home work

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

and Refrom		<ul style="list-style-type: none"> ❖ Caste and social reforms ❖ Women and reform. <p style="text-align: center;">SKILLS</p> <ol style="list-style-type: none"> Scientific Skill Thinking Skill Reasoning Skill Attentiveness Skill Problem solving Skills 	<p>change .</p> <ul style="list-style-type: none"> • Role of women for changing world. 	<ul style="list-style-type: none"> • Models • Flowchart • Graph • Pictures • and other • TLM if any 	<p>method</p> <ol style="list-style-type: none"> Field trips Discussion methods Project method Lecture method Problem solving method Dramatization method 	<ul style="list-style-type: none"> ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text
Chapter-10 The making National Movement (1870-1940)	8	<ul style="list-style-type: none"> ❖ Basic concept on growth of mass nationalism. ❖ Khilapat and quit India movement. <p style="text-align: center;">SKILLS</p> <ol style="list-style-type: none"> Scientific Skill Thinking Skill Reasoning Skill Attentiveness Skill Problem solving Skills 	<ul style="list-style-type: none"> • To learn about Khilapat movement and quit India movement. 	<ul style="list-style-type: none"> • Text Book • Models • Flowchart • Graph • Pictures • and other • TLM if any 	<ol style="list-style-type: none"> Question and Answer method Field trips Discussion methods Project method Lecture method Problem solving method Dramatization method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text
Chapter-11 India after Independence	8	<ul style="list-style-type: none"> ❖ Basic concept on India's constitution. ❖ Nation after 60 years <p style="text-align: center;">SKILLS</p> <ol style="list-style-type: none"> Scientific Skill Thinking Skill Reasoning Skill Attentiveness Skill Problem solving Skills 	<ul style="list-style-type: none"> • To learn about Indian Constitutional system. • A new divided Nation. • Planning for Development. 	<ul style="list-style-type: none"> • Text Book • Models • Flowchart • Graph • Pictures • and other • TLM if any 	<ol style="list-style-type: none"> Question and Answer method Field trips Discussion methods Project method Lecture method Problem solving method Dramatization method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text

HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

Geography						
Chapter-1 Resource	6	❖ Basic concept on resources SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills	<ul style="list-style-type: none"> To learn about types of resources. Conserving resources 	<ul style="list-style-type: none"> Text Book Models Flowchart Graph Pictures and other TLM if any 	I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method VII. Dramatization method	<ul style="list-style-type: none"> Class work Home work Group Discussion MCQ Texts Verbal Text Project Work Map Study Unit text
Chapter-2 Land, Soil and Water	9	❖ Basic concept on Land, soil and water SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills	<ul style="list-style-type: none"> To learn about land it's use. Conservation land resource. Natural vegetation and wild life: conservation. 	<ul style="list-style-type: none"> Text Book Models Flowchart Graph Pictures and other TLM if any 	I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method VII. Dramatization method	<ul style="list-style-type: none"> Class work Home work Group Discussion MCQ Texts Verbal Text Project Work Map Study Unit text
Chapter-3 Minerals and power resources	10	❖ Basic concept on distribution of minerals ❖ Use of minerals ❖ Types of minerals SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills	<ul style="list-style-type: none"> To aware about minerals and power resources. It's use in daily life. 	<ul style="list-style-type: none"> Text Book Models Flowchart Graph Pictures and other TLM if any 	I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method	<ul style="list-style-type: none"> Class work Home work Group Discussion MCQ Texts Verbal Text Project Work Map Study Unit text

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

					VII. Dramatization method	
Chapter-4 Agriculture	6	<ul style="list-style-type: none"> ❖ Basic concept on types of farming ❖ Major crops ❖ Farming in India <p style="text-align: center;">SKILLS</p> <ul style="list-style-type: none"> I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills 	<ul style="list-style-type: none"> • To aware about Indian farming system • To aware about farming system in India 	<ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any 	<ul style="list-style-type: none"> I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method VII. Dramatization method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text
Chapter-5 Industries	8	<ul style="list-style-type: none"> ❖ Basic concept on classification of industry. ❖ Distribution of industry ❖ Factors affecting location of industry <p style="text-align: center;">SKILLS</p> <ul style="list-style-type: none"> I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills 	<ul style="list-style-type: none"> • To aware about classification of industry and role of information and technology for development of industry. 	<ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any 	<ul style="list-style-type: none"> I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method VII. Dramatization method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text
Chapter-6 Human Resource	5	<ul style="list-style-type: none"> ❖ Basic concept on distribution of population. ❖ Factors affecting distribution of 	<ul style="list-style-type: none"> • To aware about population change, growth and 	<ul style="list-style-type: none"> •Text Book •Models 	<ul style="list-style-type: none"> I. Question and Answer method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group

HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

		population SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills	distribution.	<ul style="list-style-type: none"> • Flowchart • Graph • Pictures • and other • TLM if any 	II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method VII. Dramatization method	Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text
Political Science						
Chapter-1 Indian constitution	7	<ul style="list-style-type: none"> ❖ Basic concept on why does need a constitution? ❖ Key features of Indian constitution. SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills	<ul style="list-style-type: none"> • To aware about needs of constitution and features of constitution. 	<ul style="list-style-type: none"> • Text Book • Models • Flowchart • Graph • Pictures • and other • TLM if any 	I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method VII. Dramatization method	➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text
Chapter-2 Understanding Secularism	5	<ul style="list-style-type: none"> ❖ Basic concept on what is secularism. ❖ Why is it important to separate religion from the state SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills	<ul style="list-style-type: none"> • To aware about Indian secularism. 	<ul style="list-style-type: none"> • Text Book • Models • Flowchart • Graph • Pictures • and other • TLM if any 	I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method VII. Dramatization method	➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text

HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

Chapter-3 Why do we need a Parliament?	7	<ul style="list-style-type: none"> ❖ Basic concept on role of Parliament. ❖ Need of Parliament. <p style="text-align: center;">SKILLS</p> <ul style="list-style-type: none"> I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills 	<ul style="list-style-type: none"> • To aware about role of Parliament and representatives. 	<ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any 	<ul style="list-style-type: none"> I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method VII. Dramatization method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text
Chapter-4 Understanding Law	5	<ul style="list-style-type: none"> ❖ Basic concept on do laws apply to all? ❖ How new laws came above. <p style="text-align: center;">SKILLS</p> <ul style="list-style-type: none"> I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills 	<ul style="list-style-type: none"> • To aware about controversial and unpopular law • Application of law in daily life. 	<ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any 	<ul style="list-style-type: none"> I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method VII. Dramatization method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text
Chapter-5 Judiciary	8	<ul style="list-style-type: none"> ❖ Basic concept on role or judiciary. ❖ Different branches of legal system. <p style="text-align: center;">SKILLS</p> <ul style="list-style-type: none"> I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills 	<ul style="list-style-type: none"> • To aware about judicial system in India. • People's assess over judiciary. 	<ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any 	<ul style="list-style-type: none"> I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

					VII. Dramatization method	
Chapter-6 Understand our Criminal Justice System	7	<ul style="list-style-type: none"> ❖ Basic concept on role of public prosecutor. ❖ What is fair trial? <p style="text-align: center;">SKILLS</p> <ul style="list-style-type: none"> I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills 	<ul style="list-style-type: none"> • To aware about our criminal justice system. • Regarding fair trial 	<ul style="list-style-type: none"> • Text Book • Models • Flowchart • Graph • Pictures • and other • TLM if any 	<ul style="list-style-type: none"> I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method VII. Dramatization method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text
Chapter-7 Understanding Mariginalisation	7	<ul style="list-style-type: none"> ❖ Basic concept on who are adivasis and their development. ❖ Minority and mariginalisation. <p style="text-align: center;">SKILLS</p> <ul style="list-style-type: none"> I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills 	<ul style="list-style-type: none"> • To aware about minority and mariginalisation . 	<ul style="list-style-type: none"> • Text Book • Models • Flowchart • Graph • Pictures • and other • TLM if any 	<ul style="list-style-type: none"> I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method VII. Dramatization method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text
Chapter-8 Confronting Mariginalisation	6	<ul style="list-style-type: none"> ❖ Basic concept on invoking fundamemtal rights. ❖ Law for the mariginalisation. <p style="text-align: center;">SKILLS</p> <ul style="list-style-type: none"> I. Scientific Skill II. Thinking Skill III. Reasoning Skill 	<ul style="list-style-type: none"> • To aware about laws of mariginalised. • Protecting the rights of dalits and adavisis 	<ul style="list-style-type: none"> • Text Book • Models • Flowchart • Graph • Pictures 	<ul style="list-style-type: none"> I. Question and Answer method II. Field trips III. Discussion methods IV. Project method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work

HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

		IV. Attentiveness Skill V. Problem solving Skills		<ul style="list-style-type: none"> •and other •TLM if any 	V. Lecture method VI. Problem solving method VII. Dramatization method	➤ Map Study Unit text
Chapter-9 Public Facilities	7	Basic concept on water as a fundamental rights to live. The government's role for water supply. SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills	To aware about water as a fundamental rights given by government.	<ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any 	I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method VII. Dramatization method	➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text
Chapter-10 Laws and Social Justice	5	Basic concept on workers demand legally. Laws and social justice interlinked. SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills	To aware about social and legal justice for public.	<ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any 	I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method VII. Dramatization method	➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

Subject: Computer					
Lesson No & Name	No of Period	Objective (Concepts and skills)	Learning Outcomes	TLM	Pedagogy
Chapter:1 <i>MS Word 2010</i>	Theory- 06 Practical-12	Concepts: <ul style="list-style-type: none"> ❖ Introduction to Msword 2010 ❖ What is Msword? ❖ Tabs Present in Msword. ❖ How to Prepare a Document y using Different Tab. ❖ How to use different font and size. ❖ How to create a tale and add data on the table. ❖ How to add picture , screenshot ,Hyperlink and how to use it. ❖ How to set the page Margin of a document. Skills: The teacher will keep the following skills in view: <ul style="list-style-type: none"> ❖ Practical skill ❖ Thinking skills ❖ Understanding skill. 	Make it sure that the student learns the concepts given: <ul style="list-style-type: none"> ❖ In this chapter the student learn how to use Ms word and what is their use in our day today life. ❖ The student learn all the tab present in Ms word. 	In addition to general teaching tools including blackboard and chalk, etc, Reference book: Log On To Computer Madhubun Publication	<ul style="list-style-type: none"> ❖ In this chapter how the student use in their real life when they are doing any job or preparing any document as a student.
Chapter:2 <i>Introducti on To Ms Access - 2010</i>	Theory- 10 Practical-11	Concepts: <ul style="list-style-type: none"> ❖ Introduction ❖ What is Ms Access. ❖ What is database. ❖ Database and its characteristics. ❖ Dbms and its advantages. ❖ Creating a database and defining a primary key. ❖ Sorting data. ❖ Mathematical calculation with data. 	<ul style="list-style-type: none"> ❖ In this chapter the student should learn what is database ,why we store data in database. ❖ Advantage of database. 	In addition to general teaching tools including blackboard and chalk, etc, the teacher will use Reference book: Log On To Computer Madhubun Publication	<ul style="list-style-type: none"> ❖ In this chapter the student will learn a good thing that in our world wide how the data will be stored. ❖ I give some example of company,some organization how they are using the databasae.

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

<p><i>Chapter:3</i> HTML FORMATTING A DOCUMENT</p>	<p>Theory- 10 Practical-18</p>	<p>Concepts:</p> <ul style="list-style-type: none"> ❖ Introduction. ❖ What is HTML. ❖ Why we use HTML. ❖ The structure of a Webpage. ❖ How to create simple webpages. ❖ How to view an html document in the Browser. 	<ul style="list-style-type: none"> ❖ In this chapter the student learn that how to create a webpage and how to design the webpage. 	<p>In addition to general teaching tools like black board and chalk, etc, the teacher will use</p> <p>Reference book: Log On To Computer Madhubun Publication</p>	<ul style="list-style-type: none"> ❖ .in this chapter the pedagogical learning is how to design a good website that is attractive worldwide according to their designing.
<p><i>Chapter:4</i> Ms Excel 2010</p>	<p>Theory- 05 Practical-15</p>	<p>Concepts:</p> <ul style="list-style-type: none"> ❖ Introduction. ❖ What is Ms Excel. ❖ All the tabs used in Ms Excel. ❖ How to add different formula to a specific cell ,so that the calculation will made easy. 	<p>Make sure that the students learn</p> <ul style="list-style-type: none"> ❖ In this chapter the student learn different tab present in Ms Excel. ❖ The student learn different small small calculation so that they can easily solve the big calculation in a less time. 	<p>In addition to general teaching tools like black board and chalk, etc, the teacher will use</p> <p>Reference book: Log On To Computer Madhubun Publication</p>	<ul style="list-style-type: none"> ❖ In this chapter the pedagogical learning is that the student have to leran different calculation technique.
<p><i>Chapter:5</i> ICT application</p>	<p>Theory- 12 Practical-05</p>	<p>Concepts:</p> <ul style="list-style-type: none"> ❖ Introduction to ICT. ❖ ICT stands for information and Communication Technology. ❖ Various services available on the internet. ❖ How to use different internet based application. ❖ How to know different concept of science by using ict. 	<p>Make sure that the students learn</p> <ul style="list-style-type: none"> ❖ In this chapter the student learn different internet based real world application that help them to connect with real world. 	<p>In addition to general teaching tools like black board and chalk, etc, the teacher will use</p> <p>Reference book: Log On To Computer. Madhubun Publication</p>	<ul style="list-style-type: none"> ❖ In this chapter the pedagogical learning is that the student will know the real world through ict or internet based application.

HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

Subject-Physical Education					
Month	No of period	content	Activities and Objectives	Tools	Pedagogy
April & June	16 each class	Human body Athletic Game Drill/ Marching Yoga Pranayama	<ul style="list-style-type: none"> • Meaning of growth and development. • Body consciousness • Concept mental health and mental illness. • General awareness about physical maturation. • Running <ul style="list-style-type: none"> • Carom& Chase • Kabaddi • Mass PT- Table-1 & 1 to 5 exercise. • Attention • Stand at easy • Dismiss • Padmasana • Badhapadamasana • Ardhakati • Chakrasana • Vastrika • Alulombilom 	<ul style="list-style-type: none"> ○ Chart ○ Posture ○ Models ○ Height measuring equipment ○ Weighing machine ○ Whistle lime powder ○ Mat 	<ul style="list-style-type: none"> ❖ Unpredictable & worrisome middle school students will be able to come out of the confused state by understanding that. ❖ Every individual has to pass through this phase in his/her life. ❖ Hormones are responsible for the changes. ❖ Changes are gradual. ❖ Physical, mental and emotional development. ❖ Development of running skill. ❖ Mental development of young ones. ❖ Neuromuscular coordination. ❖ Development of body and mind co-ordination. ❖ Mental development. ❖ Development of reparatory system and breathing control. ❖

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

July & August	16 each class	Physical fitness and sports skills Athletic Game Drill/Marching Yoga	<ul style="list-style-type: none"> • Concept of physical fitness • Learning of basic sports skill. • Fundamental skills of any two major games as per the ability of facilities. • Strength, endurance, flexibility. • Putting the short, sprint. • Kabaddi. • Kho-Kho. • Mass PT- Table-1 <p>6 to 10 exercise Left turn, Right turn, and about turn.</p> <ul style="list-style-type: none"> • Parswakonasana • Trikonasana • Paribruta • Trikonasana • Meditation • Puraka • Rechaka • Kumbhaka 	<ul style="list-style-type: none"> ○ Chart ○ Sports record making and breaking ○ Playground ○ Whistle ○ Lime powder ○ Gymnastic beams and benches, mattresses ○ Lime powder. ○ Clapper. ○ Whistle ○ Mat 	<ul style="list-style-type: none"> ❖ To achieve and maintain a level of physical fitness. ❖ To develop spirit of sportsmanship. ❖ To develop a firm, lean body, a strong heart, a slower heart rate, normal blood pressure muscle strength, muscle endurance and flexibility. ❖ Throwing and running skill development. ❖ Develop team spirit. ❖ Development of physical ability. ❖ Development of efficiency confidence, self-discipline. ❖ Good posture. ❖ Positive attitudes towards health. ❖ Make the student understand the importance of Pranayama.
Sept. & Octo.	12 each class	We and Environment Athletic Game Drill/Marching Yoga Sana	<ul style="list-style-type: none"> • Personal hygiene • Diseases • Pollution • Water management. • Jumping, Long jump, High jump, Triple jump. • Foot ball • Volley ball <ul style="list-style-type: none"> • Mass PT-Table-2 	<ul style="list-style-type: none"> ○ Chart ○ Models ○ Plastic articles. ○ Video clip. ○ Whistle ○ Take up board. ○ Lime powder. <ul style="list-style-type: none"> ○ Foot ball ○ Volley ball 	<ul style="list-style-type: none"> ❖ Children will be provided with toilet facilities that are environment friendly age & need specific and children will also be trained for clean toilet habit. ❖ To enhance environment conscious. ❖ Learn use of water. ❖ Develop jumping skill. ❖ Participation in exercise schedules for improving different motor components, namely speed, strength, endurance flexibility and coordinative abilities. ❖ Develop the skill of passing

HARIHARANANDA BALSABHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

			1 to 5, Kadamtal <ul style="list-style-type: none"> Garudasana Gomukhasana Matsyasana Ujayi (without kumhaka). sabasana 		dribbling, smashing etc. <ul style="list-style-type: none"> ❖ Develop team spirit. ❖ Skill of agility, balance and coordination and speed. ❖ For healthful living. ❖ Flexibility. ❖ Static contraction muscles. ❖ Concentration.
Nov.& Dec.	12 each class	Food & Nutrition Athletic Game Drill/Marching Yoga	<ul style="list-style-type: none"> Purchasing consuming and preserving nutrition food Preparing foods Value of nutritive food. Annual sports practises. Jumping Running Throwing Bad Minton Rugby Hand ball Mass PT-Table-2 6 to 10 exercises <ul style="list-style-type: none"> March past Alulom bilomm Chin mudra Gyanamudra Salvasana Yoganidra Halasana 	<ul style="list-style-type: none"> Posters Charts Cooking materials Whistle Clapper Discuss Javelin Short put Jumping bar Lime powder Ball Rackets Cocks Handball Whistle Drum Mat 	<ul style="list-style-type: none"> ❖ To make nutritive food available to students. ❖ To make students know the nutritive value of what they are eating. ❖ Students develop collaborative operative spirit by working as a team. ❖ Development of running, jumping, throwing skills. ❖ Individual sports ability development. ❖ Showing individual performance ❖ Development strength, judgement and decision making. ❖ To aware the student about the rules of the game. ❖ To play techniqueally. ❖ Motor skill and rhythm. ❖ Flexibility. ❖ Spiritual development. ❖ Positive thinking development.
January & Feb	14 each class	Safety security Social health Athletics Game Drill/ Marching Yoga	<ul style="list-style-type: none"> Prevention and principle of safety. Gender sensitivity. Community health Listening to other, solving problem, being confident, and caring for nature. Running short run and long run. 	<ul style="list-style-type: none"> Chart Posters Bandage Cotton Newspaper cuttings Clapper Whistles First Aids 	<ul style="list-style-type: none"> ❖ Make the student aware about First Aid. ❖ Sharing of work responsibility. ❖ Aware about role of men and women. ❖ Development of social responsibility.

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

			<ul style="list-style-type: none"> • Hand ball • Basket ball • Throw ball • Neuromuscular coordination. • Suryanamaskar • Mayurasana • Padmamayurasana • Pawanmuktasana 	<ul style="list-style-type: none"> ○ Net ball ○ Drum Music ○ Mattress 	<ul style="list-style-type: none"> ❖ Development leadership skill. ❖ To achieve and maintain a level of physical fitness. ❖ Develop neuromuscular coordination, which enables the player to make swift movements efficiently. ❖ To inculcate values and skills in children in order to promote self-control, concentration, peace and relaxation to avoid the ill effects of stress, strain and fatigue of routine everyday life. ❖ To help children improve their neuromuscular coordination. ❖ Through participation in a variety of physical activities in order to physical fitness. ❖ To develop awareness of good posture so that one may strive to maintain a good posture.
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HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

Subject-Dance						
LESSION NO. & NAME ^e l aòhd	NO. OF PERIOD	OBJECTIVE CONCEPT & SKILL CùYgy	LEARNING OUTCOMES ù^÷ZòK K'Y gòLòuf	INSTRUCTIONAL TOOLS & REFERENCES K'Y áyájue Kùf	PEDAGOGY ùgâYú Kle Kù~ðýúakú	ACTIVITY/ASIGNMENT, PROJECT/ASSESSMENT _eòù~ùR^ù
1. ^aeie a%òð^ù	ZìycòK - 4	ei Kò_eò l Zùe áyájueùe Zé^-ò	búa^ueê eie gòlù	bùeZúd Kkù ajò	^aeie iòmù l bùaeê Kò_eò eie iéÁò Zùjue a%òð^ù KeùMfù	^aeie iòmù @býúi
2. IWògú ^éZýue 5 _ù\		_ùle áyájue _ùle a%òð^ueê cù]ê~ðýe gòlù	Zùk aùWò l _Uùe áyájue KeùMfù	iòLýù MY^ù \Bùeù _ùùb\ MèWòKe gòlù	5 _ùle @býúi	eie iù]ueY mù^e @býúi
3. a^cùkúu eP^ue @bò^d		Kaòue bMaZp búa^ù	eì_ fúkue @ùpùcòòK gòlù	iwúZ Gaò aùly~^e áyájue	MúZe _\ @^ê~ù^-ò búa ei~èq @w \Bùeù ^éZý gòlù	gòlù lò@ù~ùA[òau @bò^dUòe @býúi
4.K[Kfò ^éZý		Mì \Bùeù ^ùUK l Mì \Bùeù ^éZý	ùKeke bMaZp _âù[ð^ù a!^ue gòlù	Kkù_Uù, WÁe, PKpe áyájue	K[Kfò ^éZýe Kù~ðýúakú l aòbùM MèWòKe a%òð^ù ùfLòauKê lò@ùMfù	K[Kfò ^éZýe iù]ueY mù^e @býúi
5. ^ùdK ^ùdòKù	KàòùcòK - 8	PeòZâ ^òeùKeY	ièMèY l KèMèYe _âbua	bùeZúd ^éZýKkù l IWògú ^éZý _eòPd ajòe áyájue	^ùdK ^ùdòKùe _âùb\ l aòbùM MèWòK _òfùcù^ue ùfLòauKê lò@ùMfù	^ùdK ^ùdòKùe iòmù @býúi
6. KèPè_èWò ^éZý		\lòY bùeZe gùÈúdzù RùYòau	IWògú ^éZý _eò KèPè_èWòe ^éZý @bò^de gòlù	KèPè_èWò ^éZý aòhdùe RùYòau _ùAñ bùeZúd ^éZý RùYòau _ùAñ bùeZúd ^éZý Kkù ajò ùgâÁ @ùU	KèPè_èWò ^éZýe Kù~ðýúakú l aòbùM MèWòKe a%òð^ù ùfLòauKê lò@ùMfù	KèPè_èWò ^éZý aòhdùe iòlò^-_âgÜ C³e @býúi
7. ^éZýMèeù Rúa^ù		^éZýue cj³ß	^éZýe]ueù MV^ ^éZý ùg÷kù MV^e gòlù	^éZý _eòPd ajò ùfLK:- Mèeê @ùgòh Kècùe lùì	Kkù_Uù, PKp, WÁe @ùlòe áyájue	Zùu Rúa^ueê ~ùjù gòlù Kf iòlò^-_âgÜ C³e @býúi Ke
8. cùjueù ^éZý		^éZýe iéÁò RùYòau	ùlaZùu CùYgyùe ^éZý Keòau _ùAñ ^òRe Pò«ù]ueù	IWògú ^éZý ajòe áyájue ùfLòKù :- #W. gáucZú aòléyZp Kècùeù ùPù÷]ieù	cùjueù ^éZýe _eòPd l ùag _eò_ùUòe gòlù lò@ùMfù	cùjueù ^éZýe iùùuZòK mù^e @býúi

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

Subject-Song						
LESSON NO. & NAME ^e l aòhd	NO. OF PERIOD	OBJECTIVE CONCEPT & SKILL CùYgy	LEARNING OUTCOMES ù^÷ZòK K'Y gòLòuf	INSTRUCTIONAL TOOLS & REFERENCES K'Y aYajue Kuf	PEDAGOGY ùgâYú Kle Kû~ðYúakú	ACTIVITY/ASIGNMENT, PROJECT/ASSESSMENT _eòù~ûR^û
1. K%ðûUKú l jò!èiUû^ú Mûd^ ùg÷kúe Zêk^û	Z[yôK - 4	lêA _jòZòe ùfûKûKéZ	icûRûe Gjûe _âbûa	iwúZ gûÈ _eòPd _êÉK Gaô K_ò	Gjûe a%ð^û l @ûùfûP^û	_ûVýKâce @býûi
2. eûM iwúZ		aYqò aòùghu Pò³Kê e-òZ Keòau	iûwúZòK @û^! _âû^	jûeùcû^òdcp	eûM _eòPd, Êe aòÊûe, ^òaj @ûkû_ Zû^p Gaô _âKûe Mûd^	_ûVýKâce @býûi
3. Zû^pe aòbò^UZû		gòlúe iû]^û l fdùe ^òd^Y	_ûe\gòðZû _âKûgòZ ùjaû	iwúZ gûÈ _eòPd _êÉK Gaô K_ò	_ûVýKâce @býûi	_ûVýKâce @býûi
4. Êe Z[û Zûk fò_òe a%ð^û		ùeLûuòZ aû iûùuZòK Zûk PòjÛ \ßûeû RûYòau	C^êhy KYx Êee i,ûay _eòKl^û	iwúZ gûÈ _eòPd _êÉK	@ûùfûP^û l Kkû_Uùue _âlgð^ KeûAaû	@býûi
5. Zûk Gaô cûZâue aòbûR^	KâòdûcôK - 8	iwúZ _jZòe ijû~ûMòZû	ZûkaMðú KeYe ÊZ^Zû	jÉ \ßûeû MY^û	Zûke aòbûR^ Kkû_Uùue _âlgð^	_ûVýKâce @býûi
6. ùeWòl iwúZ		ùa÷mû^òK ~êMûe GK akòÂ MYcûmc	ùgâûZûue iòLýûaéjò l ùfûK_âòdZû	_ûVý_êÉK	@ûùfûP^û Gaô _âgÛ _Pûeòau	_ûVýKâce @býûi
7. iwúZmu Rúa^ _eòPd		Kaòue Rúa^ú ijòZ @^ê_âûYúZ ùjaû	icûR _ûAñ aû³ðûaj	iwúZ gûÈ _eòPd _êÉK Gaô K_ò	@ûùfûP^û l a%ð^û	_iað_ûVe @ûùfûP^û

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

Subject-Tabla						
LESSION NO. & NAME ^e l aòhd	NO. OF PERIOD	OBJECTIVE CONCEPT & SKILL CùYgy	LEARNING OUTCOMES ù^÷ZòK K'Y gòLôuf	INSTRUCTIONAL TOOLS & REFERENCES K'Y áyájue Kùf	PEDAGOGY ùgâYú Kle Kû~ðýûakú	ACTIVITY/ASIGNMENT, PROJECT/ASSESSMENT _eòû~ûR^û
1. g± _âKeY I GKZûk	ZlýcòK - 4	icûdû^ê Kâuc Zûke _âKâòdû	aûlýùe]ûeûe _âudûM	aûdûñ Zafû I jÉue @wêkò MêWòKe áyájue	Kò_eò ùKCñ @wêkò áyájue Kùf ùKCñ g± iéÁò ùja Zûjue gòlû	Zûk GKZûke @býûi ij g± _âKeYe @býûi
2. Kûdlû		iwúZ cûcûe aû^	aòbò^Ü Zûke gòlû	aûdûñ Zfû	ùMûUòG ZûkKê MêYZe fdue gòlû	gòlû ò@û~ûA[ôaû Kûdlûe @býûi
3. _ûfU		eòlòcp iê!e Keòau	IfU_ûfU gòlûe Xw	aûdûñ Zafû	1MêYeê 4 MêY I 4 MêYeê 1 MêYe fl	_ûkU Uòe @býûi
4. iwúZùe ùVKû		Zûke ei_ iéÁò Keòau	g± icìje aûYú Zò@ûeò Keòau	aûdûñ Zafû	g± icìje aòbò^Ü aûYúKê Q!ùe aû^e gòlû ò@ûMfû	ùVKû MêWòK @býûi Keòau _ûAñ I ùVKûe iòmû ùfLô @býûi
5. UêKêWû I cêLêWû	KâòdûcòK - 8	ùQûU ùaûfKê]ûeùe _KûA cêLêWûe iéÁò Keòau	cêLêWû I UêKêUûe áyájue	aûdûñ Zafû I jÉ @wêkòe áyájue	iwúZe c± bûM I ùgh bûMùe UêKêWû I cêLêWûe áyájue	UêKêWû I cêLêWûe @býûi
6. Zafûe		aûlý~ª	cûc	aûdûñ Zafû	Zafûe @wjûeKê	imì%ò @býûi

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

@wûakú		PòjÜòâû			RY RY Keò PòjÜûA lò@ûMfû	
7. Zûk _âa§		icûdû^êa³ðòZ û	iÜû^ Kûkùe áyajûe	aûdû Zafû I jÉe áyajûe	iwúZe aòbò^Ü _lùe aòbò^Ü @ûKézòùe aûlùe gòlû	aòbò^Ü Zûk gòlû @býûi

Subject-Art & Craft						
LESSION NO & NAME	NO OF PERIODS	OBJECTIVE(CONCEPTS & SKILLS)	LEARNING OUTCOMES	INSTRUCTIONAL TOOLS & REFERENCES	PEDAGOGY	ACTIVITY/ASIGNMENT, PROJECT/ASSESSMENT
Chapter-1 Sketching free hand sketch figurative sketch Line Drawing	Theory=4 Practical=10	a. Basic concept about the free hand sketch. b. Basic concept about the figurative sketching. c. Basic conceot about the line drawing.	a. They are doing the different types of picture. Ex:- Animal, bird, human figure b. They are doing the different types of line art.	a. Drawing copy, drawing sheet b. Colour sketching, pencil, eraser. c. Black pen, pencil, drawing paper, water colour brush.	a. Children are doing different types drawing. b. Devloping the drawing idea with composition. c. Developing the line art drawing. d. Ask the questions what is line art?	All the project doing children a. Sketching & free hand b. Drawing c. Given project many types of line art.

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<u>Chapter-2</u> Print making	Practical=8	a. Basic concept about the mono printing.out the line drawing.	a. They will doing the different types of printing.	a. Drawing paper, black colour, pencil, eraser, board, spoon.	a. Developing the differerenrt tyoes of printing knowledge.	a. Given the project different types of printing works.
<u>Chapter-3</u> Mixed Collage	Practical=6	a. Basic concept about the collage painting by colour paper pasting. b. Skill :- thinking & application & skills.	a. Doing the different types of collage painting by colour magazine, colour paper.	a. Drawing paper, pencil gum, collective different types of magazine colour paper.	a. Children are doing the different types of collage painting.	a. Collage painting doing the project.
<u>Chapter-4</u> Mask making mixed material 2d, 3d expressions.	Theory=4 Practical=8	a. Basic concept about the mask making b. Basic concept about the mixed material 2d & 3d expressions.	a. They are doing the mask making using paper. b. They have got idea different types of mixed material 2f & 3d expression.	a. Drawing meet colour, pencil, brush, clay gum ^ showing the some pictures. .	a. Children are doing different types of mask idea. b. Ask the questions:- 1. How to do the 2D & 3D expressions. c. They are learning 2D & 3d expression.	a. They are doing the mask project 2D & 3D different types of mask. b. Giving project to the students.

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<u>Chapter-5</u> Drawing & Composition	Theory=4 Practical=10	a. Basic concept about the drawing & composition.	a. They are doing the different types of picture. Ex:- Animal composition, bird composition, human figure composition.	a. Drawing sheet, pencil, eraser, colour brush, sketcher, Reference to different picture book.	a. They are learning composition drawing. b. Ask few questions:- 1. What is composition? 2. What is drawing.	a. First do sketching out linw. b. They do drawing. Then colouring.
<u>Chapter-6</u> Plate technique relief works.	Theory=2 Practical=8	a. Basic concept about the plate technique.. b. basic concept about the relief works.	a. Children are got idea. How do the plate technique. b. They are doing relief works.	a. Drawing sheet, silver plate, cutter, colour clay, claystick	a. They are learning plate technique.	a. Giving the project to the students.
<u>Chapter-7</u> Calligraphy lettering thoughts Writing Card making	Theory=2 Practical=8	a. Basic concept about the drawing & composition. calligraphy lettering & thoughts. b. Basic concept about the card making c. Skills:- Thinking & Application Skills.	a. They are doing the different types of thought & Lettering. b. They are doing the different tyoes card making.	a. Drawing sheet, black pen, colour sketch pen, pencil, eraser, colour Reference:- Different story books. b. Drawing sheet, black pen, sketch pen, water colour, different types of story books.	a. Students will learn the lettering different tyoes of thought. b. Students will learn the different tyoes of card making. c. Ask few questions:- 1. What is calligraphy & what types of design on card.	a. Giving projects to the students. b. They ate doing the different types of card making.

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VIII)

<u>Chapter-8</u> Patterns 2D	Theory=2 Practical=8	a. Basic concept about the patterns 2D.	a. They are doing the different types of 2D patterns.	a. Drawing sheet, colour brush, colour sketch pen.	a. Students will learn the different types of 2D patterns.	a. Given the projects different types of 2D patterns.
<u>Chapter-9</u> Group Activity Group painting.	Practical=8	a. Students will develop knowledge about the group painting.	a. They are doing the different types of painting & composition group wise.	a. Drawing sheet, water colour, brush, oil pastel colour, colour plate, water	a. Students will learn the different types of painting. b. Ask more questions:- 1. What is painting?	a. Given the project different painting group.